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BOOK REVIEWS

A Cyclopaedia of Education. Edited by PAUL MONROE. New York: Macmillan, 1911. Vol. I, pp. xiii+654; Vol. II, pp. xi+726. \$5 a volume.

The first two volumes of the *Cyclopaedia of Education* are an admirable beginning of what may fairly be regarded as the most important single contribution to educational literature which has recently appeared in America. The problems involved in the selection of editors and contributors, in the analysis of the field in order to determine what should be included and in what proportion, and withal the bringing of the whole to a successful issue, are so great that one may well regard seeming defects with indulgence. Defects there undoubtedly are, but they are such defects as are inevitable in any undertaking of this sort, which requires the co-operation of many minds and attention to almost an infinity of details.

The ideal of the work is completeness of scope rather than of treatment. "Every aspect of education as an art and as a science" is treated. "The aim is to present authentic information," rather than "matters of opinion." A careful inspection of the various articles will reveal practically no departure from this plan. In all debatable questions both sides are fairly stated, with references for further reading. No user of the cyclopaedia can accuse it of propagating the doctrines of any special school of thought.

On the side of the philosophy and science of education the first two volumes contain many well-balanced articles, among which we may mention those on acquired characteristics, analysis and synthesis, apperception, conception, accommodation, adaptation, adjustment (serving to give a needed balance to current discussions of the meaning and aim of education), formal discipline, the culture-epoch theory, development, environment and organism, effort, experiment in education, eugenics, ethics and education, evolution and educational theory, form and content. An article of some length outlines the theory of education, and another gives a useful account of the development of education as a university subject in Europe and in America. Valuable articles on education and educational associations in different countries may also be mentioned in this connection.

The history of education is fully treated. The various articles supply concise information on almost every conceivable topic. Few will detect any omissions in the field of educational biography. The educational institutions, public and private, of all countries are well described. This is accomplished in part by special articles on the various higher schools, colleges, and universities, and in part by the separate treatment of the educational systems of various states and countries. Nowhere do we find, for instance, a more convenient summary of the history and present status of education in England than in the twenty-four page article written by a specialist of the United States Bureau of Education. The treatment of the history and status of the state school systems of the United States, given in articles upon the separate states, promises to be of much value to the student of American education. The articles on the higher institutions give in nearly every case concise statements as to endowments, income, equipment, size of student body, faculties, etc.

The field of educational methods, both general and special, is covered by a large number of brief, pointed articles on such subjects as aim, application, the developmental method, the direct method, the conversational method, the dynamogenic method, current events, condensation of experience, cramming, the Batavia system, etc.

The field of collegiate education is well analyzed and suggestively treated: the length of the college course, college administrative bodies, the geographical distribution of colleges and students, the distribution of college graduates in professions, and the problems of college teaching, of oversupply of colleges, and of the small college, all receive attention.

The specialist as well as the general reader will find useful a series of articles dealing with various aspects of administration and supervision, on such topics as educational commissions, common law in English education, district systems, city school administration, college examination and certification boards, college-entrance requirements, the history of examination systems, and the consolidation of schools.

The student of school hygiene may find, even in these first two volumes, a goodly amount of information on subjects in his field: for example, the effects of alcohol, cleanliness in the schoolroom, the clothing of school children, various school diseases, contagious diseases, the hygiene of school subjects, such as arithmetic and drawing, the hygiene of examinations, the hygiene of the eye and of the ear, the food and feeding of school children, desks and seats. School architecture is treated in a general article and in a number of special articles on fire protection, floor space per pupil, etc. There is also an article dealing with various general aspects of athletics, and a number of special articles on such subjects as amateurism, baseball, cricket, basket-ball, etc.

The various traditional subjects of the curricula of the elementary and higher schools are treated both historically and as to current status and methods. There are articles on such topics as arithmetic, algebra, astronomy, botany, and chemistry, and also a series of brief articles dealing with many phases of mathematics, such as addition, division, calculus, counting, equations, fractions, complex numbers.

Mention should also be made of a series on art, covering about twenty-four pages and taking up the general educational aspects of art—its place in the schools and the methods of teaching it—as well as art schools. There is an extended and valuable article on the drama and education and one on festivals.

Industrial and vocational education promises to receive full attention, comprehensive treatments of agricultural education, the apprenticeship system, and education in forestry, for example, appearing in these volumes.

A series of articles dealing with various aspects of the education of defectives, including the blind, the deaf, the blind and deaf, crippled, feeble-minded, and backward children, will be of general interest.

General psychology and philosophy, both as separate subjects and in their relations to education, quite properly receive liberal treatment, chiefly, however, in the form of brief articles on such topics as aesthetics, association, attention, diffusion, dualism, duration, emotions, eye-mindedness, fatigue, and, in abnormal psychology, amnesia, aphasia, convulsions, dreams, epilepsy, fixed ideas.

In concluding this survey of the contents of the first two volumes, the reviewer wishes to call especial attention to a series of articles which form an important contribution to the literature on childhood. Under the heads of child psychology, child study, child labor, the conservation and protection of childhood, legislation in the

interest of children, the criminality of children, adolescence, etc., is given in convenient form material collected from widely scattered sources.

The articles mentioned only serve to suggest the wealth of material made accessible by this work. It would not be possible to do justice to the content of any of them in a review. It is sufficient to say that they are in the main very clearly written and easy to read. Illustrations, plates, tables, and charts accompany the text. The bibliographies seem to be as full as is desirable, and are well selected.

THE UNIVERSITY OF IOWA

IRVING KING

The Concise Oxford Dictionary of Current English. Adapted by H. W. FOWLER and F. G. FOWLER (authors of *The King's English*) from the *Oxford Dictionary*. Oxford: The Clarendon Press, 1911. Pp. xii+1041.

A book appearing under these auspices promises to combine the authority of the *Oxford English Dictionary* with the taste of *The King's English*. The editors have nevertheless discarded the first of these assets. Thus they have varied at will its definitions and sense order, abandoning the historical method and "treating its articles rather as quarries to be drawn from than as structures to be reproduced in little" (p. iv). Again, "the spelling is for the most part, but not invariably, that of the *Oxford English Dictionary*." So too, "in the choice or rejection of alternative pronunciations the *Oxford English Dictionary* has always been consulted, but is not always followed." Since no indication distinguishes these variations, uncertainty is ever present as to the editors' treatment of their original.

Their well-known taste does not prevent the reproduction of certain marked deficiencies. It was an amateurish eccentricity of the *Oxford English Dictionary* in the first parts to omit adjectives derived from common names. Here in like manner we find *American* but not *African*, *Babylonian* but not *Assyrian*, *Chaldean* but not *Carthaginian*, *Soudanese* but not *Algerian*, *Roumanian* and *Servian* but not *Albanian* or *Bosnian* or *Balkan*, *Northumbrian* and *Kentish* but not *Anglian* or *Mercian*, *Parisian* but not *Athenian*. Nor is this eclecticism confined to geography. One finds *Benedictine* but not *Augustinian*, *Carlovingian* but not *Arthurian*, *Leibnitzian* and *Lanmarckian* but not *Aristotelian*, *Miltonic* but not *Byronic*, the *Iliad* and *Odyssey* but not the *Aeneid*. Lest a false impression be conveyed that the deficiencies are mainly in the first letters, one should note that the editors include *Accadian* but not *Sumerian*, *Ciceronian* but not *Petrarchan*, *risascimento* but not *risorgimento*, *nolo episcopari* but not *nolo contendere*, *Sienese school* (of painting) but not *Florentine school*, *Chesterfield* (coat) but not *Raglan*, *Clio* but not *Calliope* or *Erato*, *Apollyon* but not *Apollo*.

The taste of the editors is illustrated—we venture to infer—by the banquet set before us à la carte. Though acceptably rich in wines and liqueurs, it lacks *Asti*, *Capri*, and *Montepulciano* (any of which we prefer to *Constantia*) as well as *crème de menthe* and *forbidden fruit*. The cocktail served is an unrecognizable "drink of spirit with bitters, sugar, etc." *Mocha* coffee may be had, but not *Java*; *souchong* tea, but not *oolong*; *Camembert*, *Stilton*, and *Roquefort* cheese, but (with better gustatory discernment) not *Edam*, *Neufchatel*, *Gorgonzola*, or *Limburger*. These examples exhibit sufficiently the editors' success in their "design of, on the one hand, restricting ourselves for the most part to current English, and, on the other hand, omitting nothing to which that description may fairly be applied" (p. iv).